

Eastern Illinois University
The Keep

Fall 2017

2017

Fall 8-15-2017

ENG 1001G 001: College Composition I

Briana Hendrickson
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2017



Part of the [English Language and Literature Commons](#)

Recommended Citation

Hendrickson, Briana, "ENG 1001G 001: College Composition I" (2017). *Fall 2017*. 10.
http://thekeep.eiu.edu/english_syllabi_fall2017/10

This Article is brought to you for free and open access by the 2017 at The Keep. It has been accepted for inclusion in Fall 2017 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENG 1001: College Composition I

Fall 2017; MWF 9:00-9:50 am; CH 3210 (lab) & CH 3140 (classroom)

Instructor: Mrs. Briana Hendrickson

Office: 2110 Coleman Hall

Office hours: M. 11-1, TH.1-3, and by appt.

Email: blhendrickson@eiu.edu

Required Texts:

- *Joining the Conversation: A Guide for Writers*, 2nd ed. Palmquist
- *Compose, Design, Advocate: A Rhetoric for Integrating Written, Oral, and Visual Communication*, 2nd ed. Wysocki and Lynch
- Handouts will be distributed throughout the semester

Course Description

College Composition I focuses on informative, analytical, evaluative, persuasive, and argumentative writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources.

We will also work to understand writing as a social act. Like any rhetorical situation, writing is dependent upon an author's purpose, the reader's wants and needs, and the context in which the conversation takes place. Furthermore, we will explore writing beyond one mode of communication. Through multimodal activities and assignments, students will learn how to develop and express their ideas not only through text, but through visual and aural means as well.

Learning Objectives

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Produce effective argumentative prose
- Develop original claims and successfully support these claims with research-based support and analysis
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
- Find appropriate sources through secondary research, including the use of academic databases
- Integrate sources ethically and appropriately using at least one recognized citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

Course Requirements

For this class, you will be expected to participate in discussions, small group work, and other in-class activities regularly. Writing is a form of communication; therefore, be prepared to communicate! Besides actively contributing to class conversations, you will also be expected to actively listen and remain engaged even when you are not speaking.

In addition to shorter writing assignments, you will be required to complete **FIVE** major writing assignments throughout the course of the semester. The majority of your grade will be based on these five writing assignments; therefore, if you fail to turn in even one of these assignments, it will be difficult to receive a good grade in this class.

Be prepared for the following activities/assignments:

- Active participation in class discussions
- Informal presentations of information and ideas
- Completion of assigned readings
- In-class writing activities
- Informal writing assignments
- Small-group work
- Peer-review
- **Five major writing assignments**
 - Informative Essay
 - Rhetorical Analysis
 - Poster Analysis Essay / Poster Presentation
 - Argumentative Research Essay
 - Evaluative Writing Assignment
- Final Reflective Essay

Revision Policy

You will have the opportunity to revise any of the writing assignments you turn in for this class. You have one week from the time the assignment is handed back in class to complete your revisions. To raise your grade, your revisions must go beyond surface-level editing. In other words, you will not receive a higher grade just for fixing sentence-level errors.

Grading Policy

The grades for this class will be based on the standard grading scale:

100-90%=A

89-80%=B

79-70%=C

69-60%=D

59% or lower=F

Here is a breakdown of the overall grade:

<u>Participation</u>	<u>200 points</u>
Discussion, in-class writing, small-group work, informal presentations	
<u>Shorter Writing Assignments</u>	<u>125 points</u>
Peer Review (5 @ 15 points each)	75 points
Informal rhetorical analysis	20 points
Annotated Bibliography	30 points
<u>Major Writing Assignments</u>	<u>575 points</u>
Informative Essay (3-4 pages)	100 points
Rhetorical Analysis Essay (3-4 pages)	100 points
Poster Analysis Essay (2-3 pages) + Poster Presentation	100 points
Argumentative Research Paper (6-8 pages)	200 points
Evaluative Writing Assignment (2-3 pages)	75 points
<u>Final Exam</u>	
Reflective essay (3-4 pages)	<u>100 points</u>
Total Points:	1,000 points

Attendance Policy

While I will not be taking attendance for this class, regular attendance is imperative to your success in this class. Not only will excessive absences negatively affect your participation grade, but it will also be difficult to do well on the major writing assignments if you do not attend class regularly. If low attendance becomes a problem, pop quizzes may be distributed.

I expect each student to be on time. If you happen to be tardy, please do not disrupt the class. If you are over 10 minutes late to class with no prior notification, participation points will be deducted.

Make-Up and Late Work Policies

Make-up work will only be provided for excused absences. It is your responsibility to check what work you missed via D2L. I will not accept late work; however, I am willing to provide extensions for major writing assignments under certain circumstances. If you need an extension for a writing assignment, you must provide a formal request for an extension **prior** to the day that the assignment is due explaining your need for an extension. You may not receive more than two (2) extensions during the semester.

Class Conduct

Inattentiveness due to use of cell phones/computers/tablets, sleeping, disruptive conversations, etc. will result in participation point deductions. Please put your phones away when you come to class! The lab computers are only to be used upon my instruction. Disrespectful behaviors will not be tolerated, and you will be asked to leave class immediately if your classmates or I witness these behaviors.

Using the Writing Center

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. To schedule an appointment, you can drop by the center or call 581-5929.

Academic Integrity and Plagiarism

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Here is the official statement on plagiarism by the EIU English Department: "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work' (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the University Student Standards Board. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ENG 1001 Fall 2017 Course Schedule

All deadlines and readings are tentative

CDA = *Compose, Design, Advocate*

JTC = *Joining the Conversation*

Week 1 – CH 3210 (lab)

Mon. 8/21

Introductions

Course Syllabus review

Assignment: JTC Ch. 1: Making Connections

Wed. 8/23

What do we already know about writing? What do we want to know?

In-class reflective writing

Assignment: Read “Plagiarism Lines Blur for Students in a Digital Age” (annotate!)

JTC Ch. 2: Finding and Listening in on Conversations pp. 28-31

Fri. 8/25

Why do students plagiarize? How do we prevent it?

Introduction and analysis of Informative Essay assignment

Assignment: JTC Ch. 2: Finding and Listening in on Conversations pp. 32-48

JTC Ch. 6: Writing to Inform

Week 2 – CH 3140 (classroom)

Mon. 8/28

Informative essay genre analysis

Brainstorming exercises

Assignment: JTC Ch. 3: Reading to Write

Decide on two potential topics for informative essay; find at least two outside sources about each chosen topic (4 sources total) to bring to class on Wed.

Wed. 8/30

Active reading and evaluation of sources

Quotation, paraphrase, and summary practice

Assignment: Decide on an essay topic; find at least 4 reliable sources about your chosen topic to bring to class on Fri.

Fri. 9/1

Active reading and evaluation of sources

MLA citation practice

Assignment: Informative Essay rough draft

Week 3 – CH 3210 (lab)

Mon. 9/4

Labor Day – No Class

Wed. 9/6

Informative Essay rough draft due

Peer review

Assignment: Read *JTC* Ch. 20: Revising and Editing

Continue working on informative essay

Fri. 9/8

Revise/edit informative essay

Assignment: Informative Essay final draft

Week 4 – CH 3140 (classroom)

Mon. 9/11

Informative Essay due

Introduction to *Ethos, Pathos, Logos*

Rhetorical analysis discussion/practice

Assignment: *CDA* Ch. 9: Doing rhetorical analysis of others' texts

Wed. 9/13

Introduction of Rhetorical Analysis assignment

Continuation of rhetorical analysis discussion/practice

Assignment: *JTC* Ch. 14: Developing a Thesis Statement

Rhetorical analysis proposal

Fri. 9/15

Rhetorical analysis proposal due

Complete steps for rhetorical analysis; thesis practice

Assignment: Informal rhetorical analysis

Week 5 – CH 3210 (lab)

Mon. 9/18

Informal rhetorical analysis due

Discussion/activity w/ informal rhetorical analyses

Assignment: Formal rhetorical analysis rough draft

Wed. 9/20

Rhetorical analysis rough draft due

Peer review

Assignment: Finish peer reviewing

Begin rhetorical analysis revisions

Fri. 9/22

Proofreading/editing/grammar activity (as needed)

Work on revisions for rhetorical analysis

Assignment: Rhetorical analysis final draft

Week 6 – CH 3140 (classroom)

Mon. 9/25

Rhetorical Analysis due

In-class reflective writing/discussion on analytical writing process

Introduction to visual analysis and Poster Analysis assignment

Assignment: *CDA* Ch. 7: About visual modes of communication

Wed. 9/27

CDA Ch. 7 discussion

Visual analysis practice

Assignment: *CDA* Ch. 10: Analyzing Posters

Fri. 9/29

Poster analysis activity/discussion

Assignment: Choose a poster to analyze

Week 7 – CH 3210 (lab)

Mon. 10/2

Complete steps for poster analysis

Assignment: Poster analysis rough draft

Wed. 10/4

Poster analysis rough draft due

Peer review

Assignment: Continue working on poster analysis

Fri. 10/6

No Class

Work on revisions for poster analysis

Assignment: Poster analysis final draft

Week 8 – CH 3140 (classroom)

Mon. 10/9

Poster Analysis due

Brainstorming/Prewriting for part 2 of poster assignment

Assignment: *JTC* Ch. 18: Presenting Your Work

Wed. 10/11

JTC Ch. 18 discussion

Work on poster assignment

Mid-term – course feedback

Assignment: Prepare poster presentation

Fri. 10/13

Fall Break – No Class

Week 9 – CH 3210 (lab)

Mon. 10/16

Poster Presentations

Wed. 10/18

Poster Presentations

Fri. 10/20

Poster Presentations

Week 10 – CH 3140 (classroom)

Mon. 10/23

What is argumentative writing? What do we already know or think we know about argumentation?

Introduction of Argumentative Research Essay

Wed. 10/25

Argumentative essay genre analysis

Assignment: *JTC* Ch. 10: Writing to Convince or Persuade pp. 398-420

Fri. 10/27

JTC Ch. 10 discussion

Developing a research question & annotated bibliography

Assignment: Complete research question worksheet (all but working thesis)

Begin annotated bibliography

Week 11 – CH 3210 (lab)

Mon. 10/30

Research question revision

Annotate/evaluate source reliability

Continue working on annotated bibliography

Assignment: Develop working thesis

Annotated bibliography

Wed. 11/1

Annotated bibliography due

Peer review of working thesis

Begin drafting

Assignment: Continue working on argumentative research essay

Fri. 11/3

Continue drafting

Assignment: Sign up for conferences via D2L

Week 12 – CH 3140 (classroom)

Mon. 11/6

Work Day
Conferences

Wed. 11/8

Work Day
Conferences

Fri. 11/10

Work Day
Conferences

Assignment: Argumentative Research Essay completed rough draft

Week 13 – CH 3210 (lab)

Mon. 11/13

Argumentative Research Essay completed rough draft due
Peer review

Assignment: Begin editing/revising argumentative research essay

Wed. 11/15

Work on edits/revisions

Assignment: Argumentative research essay final draft

Fri. 11/17

Argumentative Research Essay final draft due

Week 14

Mon. 11/20 – Fri. 11/24

Thanksgiving Break – No Classes

Assignment: *JTC* Ch. 8: Writing to Evaluate pp. 276-294

Week 15 – CH 3140 (classroom)

Mon. 11/27

JTC Ch. 8 discussion

Introduction of Evaluative Writing Assignment (Blog Post)

Evaluative essay genre analysis

Assignment: *JTC* Ch. 8: Writing to Evaluate pp. 295-311

Wed. 11/29

Finish *JTC* Ch. 8 discussion

Evaluating reviews

Brainstorm for blog post topic; establish criteria for evaluation

Assignment: Blog post topic/evaluation proposal

Read blogging articles

Fri. 12/1

Discuss blogging articles

Review and discuss blog examples

Assignment: Begin working on blog post

Week 16 – CH 3210 (lab)

Mon. 12/4

Work on evaluative writing/blog post

Assignment: Blog post rough draft

Wed. 12/6

Blog post rough draft due

Peer review

Introduction of Final Reflective Essay

Assignment: Blog post final draft

Fri. 12/8

Evaluative Writing Assignment (blog post) due

Week 17

Mon. 12/11 – Fri. 12/15

Finals Week

Final Reflective Essay due date: TBD